

Middle School Initiative

**PART I
COVER SHEET**

CAP 5 SEMESTER 2 WEEK 3

COURSE: Aerospace Education Officer Leadership Laboratory, Achievement 13

LESSON TITLE: Briefings

LENGTH OF LESSON: 110 Minutes

METHOD: Lecture - Discussion

REFERENCES:

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 12
2. AFH 33-337, *The Tongue and Quill*, 30 Jun 97

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): Transparencies

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to increase their knowledge in the method of conducting briefings.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this lesson, each cadet should be able to conduct a knowledgeable briefing on the CAP Aerospace Education Program for Cadets.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon and welcome to your leadership class on briefing development.

MOTIVATION: *"Men of few words are the best men."*

- Shakespeare

"...I'd call that self-incrimination."

- *The Quill*

OVERVIEW: Our class today will cover what briefings are generally used for, how to set them up logically in your script, and the use of visual aids to support your briefing.

TRANSITION: Let's go and get briefed.

Body

MP 1 Just a few weeks ago we were discussing the lecture as a teaching method and spent some time on speech development as a teaching method. We will develop this further, but will restrict some of the format for briefing purposes.

A briefing is to inform the listener and nothing else. Isn't that amazing? It deals only with facts; there is no place for any recommendation on the part of the briefer. A good informative meeting will include a very short introduction of the topic, the body with clear and objective facts, and a very short summary, depending on the length of the presentation and the complexity of the subject matter.

When conducting an informative meeting, be as brief and to the point as possible. Anticipate any questions on your presentation and address them. Since you cannot anticipate all questions, at least have sufficient material available to satisfy the people being briefed. Do not attempt to answer a question for which you do not have the answer. Simply request the interrogator to write down the question and you will provide the answer later.

MP 2 A briefing may be an impromptu meeting with your supervisor informing him of where you are on a certain project, or it may be a full-fledged formal affair, with charts, statistics, and lots of other data. Either way, you must be prepared to brief at any level of command when required.

What kind of format should you use for your formal informative meeting? If others have briefed on a similar subject and you are acquainted with them, ask for their advice. Somewhere along the line there is a good format to follow which will allow you to inform your audience to the fullest extent.

A good format might be the manuscript briefing. A manuscript assures that you will get it right every time. A word of caution is necessary here. Reading your briefing script may cause you to lack spontaneity, lack eye contact and probably leave you behind the lectern. You may have developed a fine briefing with adequate to exceptional visual aids, but if you don't get out from behind that "crutch" you might lose your audience. What do you do?

Let's look at the manuscript briefing format and see if we can answer that question. Here are some key points for the preparation and presentation of your briefing.

- Write your script just the way you want to speak:

Use word contractions, as you would do in everyday speech.

Keep your sentences and paragraphs short.

Make your transitions between each part very explicit.

Personal pronouns are good, in their place.

Follow up with specific examples if you get into complicated reasoning.

- Rehearse, rehearse, rehearse:

Read and reread your script until you believe you have memorized it. Do this aloud.

Get your voice projection right for the expected audience. Maintain eye contact.

Don't use complicated, tongue twisting words.

When emphasis is placed on any part of your briefing, look right at your audience for any reaction.

If at all possible, preplan any gestures--strive for enthusiasm.

Visual aids used in your briefing must be dry run to ensure timing and effectiveness.

- Prepare final draft:

Use large character type and make it all capital letters.

Fill only the top two-thirds of your paper so that you don't lose too much eye contact with your audience.

Since you are using capital letters you might as well double-space your line, don't break a word at the end of the line or page.

Number your pages boldly--helps keep them in order.

Highlight those words that need emphasis.

Put your pages in a binder or stack loosely to aid in turning them.

Mark your script in red where a visual aid is changed.

- Close with confidence.

Don't tell anybody why you are reading your script.

Be flexible when appropriate, know where and when you might be able to shorten the briefing and insert impromptu remarks to add a little life to the script.

Don't say "Thank you" at the end.

When you say "In conclusion" get it over with quickly.

If you deliver this style of briefing without error and maintain a natural and direct contact with your audience, you have mastered the method of "speak-reading."

You may use this format for any level of briefing including a unit staff meeting, if it fits with the style of the meeting.

MP 3 Use of Visual Aids. Visual aids can be a boon to your briefing. The old saying is, "A picture is worth a thousand words." If used properly, they can help clarify your statements. They must be large enough to be seen by all participants.

Some suggestions on the use of visual aids:

- Use only relevant material. If you want to talk about a Civil Air Patrol form, use a transparency or a handout as it is being discussed. Here for instance is a CAP Form 2a.

TRANSPARENCY LL13.4.1 - CAP Form 2a, Personnel Actions (Full)

This form has many uses. I want to talk about only one part of it, so let's enlarge and show only that part.

TRANSPARENCY LL 13.4.2 - CAP Form 2a, Personnel Actions (Section Specific)

This is in fact the part that I want you to really become aware of and what needs to be done here. Relevancy is what counts.

- Use your visuals at the right time. If there are several items on the aid to be discussed, cover those areas that are not being discussed at this time. That could have been done with the CAP Form 2a.
- Keep your aids simple. Do not include unnecessary material. A series of visuals is preferable to one complicated one.
- Don't talk to the visual aid, talk to the audience. You may refer to parts of the aid with a pointer or by location orally without really losing your contact with class.
- Audio-visual equipment must be functional before the start of your presentation. Know how to operate everything or have an operator available.
- Flip charts are one of our oldest visual aids. Effective use of a flip chart can be very easy with practice. The normal set up has been from the front sheet towards the rear sheet. This is reasonably effective if there is one sheet between each layer of text. It keeps the audience from reading ahead. A better method is just the reverse. Your last page is on the front sheet and your first page is on the last sheet. This method allows you to flip the sheets in reverse from the back (your first page) to the front (your last page) and you can do the flipping from the side of the easel holding the chart pad.
- The chalkboard is a wonderment. A good briefer or instructor can be very effective with good use of the board. Diagrams can be laid out on the board with a pencil and as you proceed through your briefing, you fill in along the predetermined route. Be definitive in your chalk-talk. Many a teacher has impressed her students through good use of chalk on a blackboard.
- Finally, do you really need a visual aid to make your briefing effective? Does the cost of preparation justify its use? If the time and cost outweighs its usefulness, don't use it.

MP 4 Based on all of the pertinent material you have received over these many months, each of you are to develop a five minute briefing on the Civil Air Patrol Cadet Aerospace Education Program. Any visual aids that you develop should be drawn out on a standard sheet of paper depicting a transparency, a PowerPoint slide, or a flip chart drawing.

This assignment is due in two weeks when we are working on your last SDA class.

NOTE: Any remaining time may be used to start this assignment.

Conclusion

SUMMARY: Our session today has enlightened you on the development of a briefing. The difference between it and a speech is miniscule, as you have learned. You've been briefed on the use of visual aids to support your briefing material and how to use them efficiently.

REMOTIVATION: *"Writing, when properly managed, is but a different name for conversation."*

- Sterne

CLOSURE: In conclusion, read and reread the section on briefing and work on your additional homework assignment. **DISMISSED!**

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to become thoroughly aware of the method of developing and delivering a briefing.

LESSON QUESTIONS: None